DOCUMENT RESUME

ED 024 378 JC 680 439

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[Teaching Loads in State Center Junior College District.]
State Center Junior Coll. District, Fresno, Calif.
Pub Date Jun 68
Note- 3p.
EDRS Price MF-$0.25 HC-$0.25
Descriptors- *Junior Colleges, *Physical Education, Questionnaires, *Science Laboratories, Teachers, *Teaching Load
Identifiers- *California

This paper deals with science laboratory assignments and physical education activity hours as aspects of the teaching load. The equation of laboratory and lecture hours was on a percentage figure, e.g., a one-to-one value was shown as 100% and two laboratory hours to one lecture hour was 50%. Seventy usable replies (from 79 inquiries) showed an average of 69%, or about three laboratory hours to two lecture hours. Different, as well as variable, ratios were used at certain colleges. Seventy-nine inquiries on the amount of time spent each week by the instructor on physical education activity (as opposed to coaching or to teaching physical education majors) brought 71 usable replies. The hours per week varied from 18 to 30, the average being 21.55. (HH)

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STATE CENTER JUNIOR COLLEGE DISTRICT

TO: Members, Superintendent's Cabinet DATE: June 17, 1968

FROM: John S. Hansen, Assistant Superintendent, Education

REGARDING: Science Laboratory Assignments as an Aspect of Teaching Load

Early last month a communication was sent to all California public junior colleges (excluding Fresno City College and Reedley College of this District) requesting information concerning an aspect of teaching load--specifically, the weight or value placed upon a science laboratory hour as compared with a standard lecture hour for a class of normal size. It was requested that this information be provided as a percentage figure. For example, if laboratory and lecture hours are equated equally in arriving at a science teacher's load (i.e., on a one to one basis), the percentage figure would be 100%; a relationship of three laboratory hours to two lecture hours would be 67%; a two to one relationship of laboratory hours to lecture hours would be 50%, and so on.

Of the 79 inquiries which were mailed, 74 were returned (a 94% response). Of the 74 responses, 70 were usable in the tabulation which follows:

No. of Usable Responses	Lab/Lecture % Relationship
6	50
42	67
1	70
3	71
1	73
13	75
1	83
3	100
Total 70	Mean Average 69

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Among the tabulated responses were three which were submitted with the following qualifications:

1) Normally the laboratory/lecture ratio is 75%; however, when a teacher's WSCH total exceeds 600, an adjustment may be made so that the ratio approaches 100%.

2) The usual figure of 100% drops to 75% when an instructor does not have at least 520 WSCH.

3) The present figure showing load relationship of laboratory and lecture hours is 71%; commencing next year, however, a 36-hour annual load of combined laboratory and lecture hours will be adopted for science teachers. In the future, therefore, no load distinction will be made in science between a straight laboratory assignment and one comprised of both laboratory and lecture hours.

The four responses which it was felt should not be included in the tabulation were:

1) A science teacher's load normally consists of 18 hours of laboratory and lecture. This practice obtains for all combined loads of laboratory and lecture regardless of the proportionate number of laboratory and lecture hours.

2) The first hour of a laboratory session is counted the same as a lecture hour (i.e., 100%) with subsequent hours of that same laboratory session given a 50% load value.

3) In biology, the first time a laboratory is taught the laboratory/lecture ratio is 83%; subsequent sections of the same lab carry a 67% load value. All physical science labs are at 67% including additional recitation hours which are required for certain classes.

4) A distinction is made between kinds of science laboratories based upon the amount of preparation which is entailed. "Straight" labs have ratios of from 60% to 67% while "lecture" labs have a 75% ratio.

JSH:kas

STATE CENTER JUNIOR COLLEGE DISTRICT

TO: Members, Superintendent's Cabinet DATE: June 19 1968

FROM: John S. Hansen, Assistant Superintendent, Education

REGARDING: Physical Education Activity Hours as an Aspect of Teaching Load

A request for information was mailed last month to the Deans of Instruction of all California public junior colleges (exclusive of Fresno City College and Reedley College of this District) concerning the number of physical education activity hours per week which constitutes a full-time teaching load in each institution. In providing the information desired, respondents were asked to disregard coaching hours and physical education major classes. "In other words," the request stated, "the figure we are seeking from each institution is the one which represents the number of hours in class which an instructor normally is assigned when he (or she) has a load composed entirely of physical education activity classes."

Of the 79 inquiries which were sent out, 72 were returned (a 91% response). Of the 72 responses, 71 were usable in the tabulation which follows:

No. of Usable Responses	No. of Physical Education Activity Hours per Week
3	18
2	19
1	*19.5
24	20
6	21
15	22
1	*22.5
3	23
14	24
1	25
1	30
Total 71	Mean Average 21.55

*Represent two-semester averages.

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